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SUMMARY REPORT OF THE INTERNATIONAL CONFERENCE ON ADULT EDUCATION

ELSINORE, DENMARK 19-25 JUNE 1949

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INTRODUCTION

The Adult Education Conference brought together, at the International People's College of Elsinore 106 delegates representing 27 countries and 21 international organizations. No event of similar size and scope had previously occurred in the field of adult education. The Conference also marked an important step in Unesco's programme. As the Director-General, M. Torres Bodet, remarked at Copenhagen at a meeting with the Danish press : 'Of all the special conferences so far convened by the Organization which I have the honour to direct, this appears to be the most important. In bringing it together Unesco realizes one of the deepest hopes of the men who signed the Constitutive Act in London in 1945'.

Background

The Second Session of Unesco's General Conference held in Mexico City in 1947 and the Third Session in Beirut in 1948 decided to call this Conference. Invitations were sent to all States, whether they were members of Unesco or not. The list on page 36 records the delegates who participated in the Conference. As will be seen, the attendance represented fairly — with one exception — the present state of adult education. The emphasis was on Western Europe and North America, but delegates came from all parts of the world and ensured that attention was given to problems peculiar to regions where institutions or methods of adult education may be less developed.

Organization of work

The Conference was conceived as a working conference. A committee of experts met in November 1948 to assist in drawing up the agenda and method of work. Following this plan the first two days were devoted to plenary sessions for a discussion of the aims of adult education. Thereupon the Conference divided into four Commissions, each studying one of these four themes : content — institutions and problems of organization — methods and techniques — means of establishing permanent international collaboration.

About this report

It represents a summary of the work of the Conference. The first chapter give a résumé of the main problems examined at Elsinore and the conclusions arrived at.

The next chapter reflects in greater detail the five official reports and the recommendations which were accepted by the Conference as a whole. Finally there is a short chapter on Unesco's programme in adult education.

This report will be later supplemented by another publication based on the papers prepared by the Unesco Secretariat, the addresses given at Elsinore by the Director-General and the two eminent lecturers, Sir John Maud and M. Guéhenno, and the reports brought in by delegates. As such it will form a broad survey of the state of adult education in 1949.

Eugène Bussière

CHAPTER ONE

REVIEW

The purpose of this chapter is to give a brief review of the questions faced by the Conference and the results obtained from discussion.

Several plenary sessions were devoted to a joint study of the aims of adult education. The speakers were unanimous in stressing the impossibility — in present circumstances — of arriving at an exact definition of adult education which might apply to all countries and to all types of experiment. At most one can simply emphasize the tasks it has to accomplish:

— to aid and foster movements which aim at creating a common culture to end the opposition between the so-called masses and the so-called *élite*;

— to stimulate a genuine spirit of democracy and a genuine spirit of tolerance;

— to give to youth the hope and confidence in life that have been shaken by the present world disorganization;

— to restore the sense of community to people who live in an age of specialization and isolation;

— to cultivate an enlightened sense of belonging to a world community.

All delegates insisted that every programme should take account of the needs and aspirations characteristic of each group, of each local or national community. This implies that adult education must be conceived as much more than the parcelling out of ready-made knowledge; rather, by drawing on the support — and the equally important contribution — of each individual and each group, it should lay the foundation of a more complete and humane civilization.

To some extent the work of the first Commission was a continuation of the previous discussion of aims. It attempted to define the field appropriate to adult education and to indicate its most important task at this particular moment of history.

As in the plenary meetings, the Commission decided not to frame a definition. Instead it placed at the head of its discussions a declaration of principle — that adult education has the task of satisfying the needs and aspirations of adults in all their diversity. This declaration may seem trite, but its practical implications revealed a dynamic, functional approach to education as against the traditional intellectual one. One does not start from a pre-fabricated programme or a division of knowledge into the separate subjects set up by traditional schooling; one starts from concrete situations, from real problems which the people concerned have somehow to solve. Adult education is functional also because it is basically free. Nothing can oblige an adult to follow an evening course if he is not drawn to it by a powerful impulse — intellectual, social or artistic.

The Commission stressed the need for taking the various centres of adult interest into account when a programme is built up. The practical results of such a point of view are many: special methods of teaching and of leadership training, programmes that are very flexible and varied, institutions specialized according to the environment and the country.

Further discussion brought out more clearly the unity of inspiration for adult education the world over, *despite* the variety of the forms encountered. Every delegate realized how difficult it was to evaluate a movement or an experiment outside its social, psychological and cultural context. Some ill-founded complexes of superiority or inferiority were dissipated with the awareness that no universal formula holds good for all groups and all countries. The Commission also emphasized that 'fundamental education' countries and 'adult education' countries cannot be distinguished; these two aspects of *popular education* are present in every country in varying degrees and forms.

A final point: the Commission was agreed on the importance of ensuring a general intellectual training as well as a social and artistic one.

Two opposing tendencies appeared in the second Commission: one was in favour of a simple exchange of information, the other aimed at a study of the controversial issues in the rôle of the State, of non-governmental organizations, of universities and libraries. After some hesitation, the second view was accepted, and the results of the discussion may be summed up thus: all delegates recognized the fundamental importance of private initiative in adult education. Only the free voluntary movements can adequately represent the diversity of interests mentioned by the first Commission; and by their very nature they can most easily resist propaganda. However, the State is called to play a rôle no less necessary. One cannot deny the State's responsibility for adult education; on the contrary, public opinion should be so informed that the State will act in this field in a non-partisan way.

In dealing with the rôle of universities, a large number of delegates tended to regard them solely as places of higher learning reserved for a minority of students and research workers. This view was considerably modified in the light of English, American and Canadian contributions, where the university plays an important part in the education of the general public. It seemed possible and desirable to bring about a close link between the cultural interests of the people and the scientific research of the university. Both profit from their relationship: by contact with the live problems of the community the university gains both in its teaching and in its general orientation; and adult education can draw on the specialized skill of the university.

The task of the third Commission was to study and evaluate the methods and techniques of adult education. It was generally agreed that the use of a technique must not be treated as something separate from its educational context. A technique has no value *per se*; it is a means to an end, and hence again the point is raised that all specialists in adult education should have a functional approach to their work. The social training of adult educators must be developed just as much as the technical.

The Commission proceeded by exchanging information about experiments in the various countries. The functional principle usefully provided a common factor for these discussions; thus, the traditional teaching methods — such as courses and lectures — were examined to see how far they corresponded to the needs and demands of adults. Their value was acknowledged but with the provisos that they should not be the mainstay of the teaching (as is very often the case), that they should be placed in a wider programme and should incorporate audio-visual aids.

The concern for a living culture which satisfies all the needs of the individual and the group led the Commission to emphasize methods and techniques where there is not so much teaching — a teacher-pupil relationship — as a common seeking for truth; in the discussion group, the study-circle of Anglo-Saxon and Scandinavian pattern and the mental training session (*séance d'entraînement*

mental) of Latin form, the real initiative rests with the group. The teacher of old acquires the rôle — apparently more humble, but more valuable in fact — of an adviser and guide.

The delegates then considered how the collective instruments of culture, the libraries and museums, were being made more accessible and living. The rôle of mobile libraries and exhibits seemed particularly important. Many accounts were also given of recent developments such as spectator co-operatives, ciné-clubs, and radio listening groups, which have a double interest: they show the educational and cultural use of the modern means of mass communication and also suggest how these means may be applied to forming public groups.

Delegates contributed information on the training of staff for adult education. Finally the Commission examined the methods which might be used to improve international understanding. While this was the theme of the fourth Commission, it had a distinct bearing on the subject under review: an international and humane spirit must infuse the methods and techniques of adult education at all times.

Discussion was severely limited by lack of time, and many delegates felt that methods and techniques should be studied more fully at a seminar which Unesco should be requested to organize.

The fourth Commission dealt with the means of building permanent international collaboration between adult educators. It started by defining the implications of international understanding:

— adult education must aim at developing a spirit of tolerance;

— it should try to reconcile differences — such as those between Eastern and Western Europe — by an objective approach to world problems;

— it must strive for understanding between peoples, and not simply between governments;

— a necessary condition of peace is the improvement of living conditions in under-developed countries, and adult education must contribute to this;

— finally, special attention should be given to countries such as Germany which have been isolated from the main trend of world ideas.

Having agreed on these basic principles, the Commission worked out a concrete programme for permanent contacts and exchanges between adult educators.

The programme is embodied in a series of recommendations of which the most important are: to send missions from countries where adult education is more highly developed to those less advanced; to organize visits, international summer schools, study tours; to arrange international seminars on vital and urgent problems; to speed up exchange of information.

National initiative and participation in such a programme was recognized. The question then arose: what international organization would be the best vehicle for co-ordination? The Commission — and later the full Conference — agreed that the time was not yet ripe for an international association and that Unesco was best fitted at present to serve as the indispensable link between organizations and leaders in the field of adult education. Many of the Commission's proposals, therefore, have a direct bearing on Unesco's programme. The full report of the Conference follows in the next chapter and a brief third chapter has been added to relate the fourth Commission's recommendations to work now in progress in Unesco.

CHAPTER TWO

THE OFFICIAL REPORT

Introductory paper prepared for the Conference

It is true to say that the life of each of us, in all its aspects and stages, is a continual apprenticeship. We begin by acquiring the customs and techniques appropriate to our environment, and advance to the intellectual, spiritual and moral enrichment brought about by exchange with others and the exercise of family and social responsibilities. The term education is not generally applied to this total process; we limit it to the stage where programmes and methods are directed towards the more or less systematic development of knowledge and skills and towards the complete unfolding of the human personality.

Adult education, as a specialized and deliberately organized activity, emerged only when civilization took shape and brought with it ideas of democratic and social progress. It is symptomatic that, wherever progress is observed in the material or moral structure of society in the world today, experiments in adult education are also being organized.

To define the work along these lines does not mean any narrowing of its scope. On the contrary, the whole aim of adult education is to meet the cultural needs of adults in all their range and diversity. Hence the content, programmes and methods will vary tremendously according to the particular needs of individuals, of social and national groups, and according to the urgency of the problems to be solved. In one country the main question may be the training of industrial and labour personnel; in another it may be to teach a more or less illiterate population to read and write. The campaign against illiteracy is theoretically a part of adult education in the same way as introduction to the arts or economic and social training are. But the teaching of literacy has so wide a scope and raises such specialized problems that Unesco prefers to treat it as part of the fundamental education field, closely related to but distinguishable from adult education. This problem, then, will not be studied; similarly, traditional school teaching and formal training in technical skills are omitted.

The programme of this Conference was drawn up in terms of the definition of adult education given above.

Five series of problems were set for study :

- Aims
- Subject-matter
- Institutions and problems of organization
- Methods and techniques
- International collaboration in the field of adult education

Agenda

1. What interests and needs, arising from adult motivation, can and should adult education satisfy?

Is the main function of adult education to fill the gaps left by lack of opportunity for, or inadequacies in, formal education?

Or — because it deals with mature individuals, has it a contribution to make which no school system can offer?

2. What is the rôle of adult education in the development of the social, economic, political and cultural life of the community?

3. Should adult education be deliberately used to create a common basis of understanding among the members of the community?

4. Should adult education be deliberately used to serve the purposes of Unesco in building the intellectual and moral solidarity of mankind?

The plenary sessions

In his opening address, Dr. Beeby, Assistant Director-General for Education, reminded the delegates that although Unesco had acted as convenor, the Conference was the delegates' own affair. The secretariat had prepared working papers but these were only suggestions and points of departure for discussion.

Since the calling of the Conference formed part of Unesco's programme, Dr. Beeby outlined the activities of his department, especially in the closely related fields of adult and fundamental education. In a more general way much of the work of Unesco's other departments had a bearing on adult education; representatives of these departments were attending the Conference and were at the disposal of delegates for any information they might need.

The results of the Conference depended upon the delegates. It was reasonable to hope that the varied experiences and views brought together might go to form an international handbook on adult education. Whatever recommendations the delegates should agree upon, Unesco would, within the limits of its programme and finances, give all possible aid in giving them effect.

On being elected president of the Conference, Mr. J. Novrup introduced for discussion the problem of the aims of adult education. Referring to Unesco's pilot paper on this subject[1] he expressed disagreement with the view that adult education had begun everywhere in industrial areas. In Denmark it emerged as a powerful movement long before the appearance of industry. From a historical point of view it was not possible to speak of common aims and ideals; they differed from century to century, from country to country. This makes it difficult, if not impossible, to speak adequately of the aims of adult.education.

Adult education in Denmark started in the nineteenth century on the eve of Danish democracy. It was inspired by fear of the dangers inherent in a badly-governed democracy. The Danish Folk High Schools today attempt to create a feeling of mutual responsibility and citizenship. The idea of democrary within each nation now needs to be extended to the idea of democracy between nations.

The aims of adult education are manifold. They may be summarized thus:

— to support and encourage movements working toward a culture where the gaps between the so-called masses and the so-called cultured people may be closed;

[1] 'The aims of adult education' by J. Dumazedier. To be published shortly — see page 39.

— to foster the true spirit of democracy and the true spirit of humanity;
— to awaken and stimulate in youth an awareness of life itself.

This third aim may be the best starting point from which to realize the other two aims.

Mr. C.D. Rowley (Australia) stated that adult education faced special problems in Australia because of the urgent need to absorb a continuous and growing stream of immigrants. There are therefore two types of problems : to assimilate the newcomers and to teach Australians to grant them the rights and privileges of their community.

Mr. J.A.F. Ennals (WFUNA) stated that the essential aim of adult education should be to create mature citizens of a world community. For this it is necessary to make proper use of the resources offered by modern means of communication. The man-in-the-street should know about the United Nations and its Specialized Agencies which represent up to the present time what is most advanced and concrete in the field of international collaboration.

In a lively presentation Mr. G. Hirdman (Sweden) underlined the fact that adult education should be democratic in its aims and its methods. The lives of Socrates and Abraham Lincoln are the best examples we have of this form of educational process, the development of free men by their own efforts, unhampered by the intervention of a teacher.

There should be no control over adult education by the State, by political parties or employers' associations; but the unions which are groups formed voluntarily should exercise the control. The aims of the W.E.A. in Sweden are: to make better members of the labour movement; to make better citizens in a democratic society and to make better human beings.

Mr. M. Starr (U.S.A.): adult education might be paraphrased in the words of Lincoln as 'Education of, by and for adults'. Although one cannot define adult education, it should function as a liaison between groups in a given country and between nations. All types of adult education are found in the United States, from the integration into the national community of new citizens to the education of each individual for his responsibilities in the life of the nation.

Historically speaking, each age has its characteristic problems; the primary task of adult education now is to shift from class struggle to co-operation in solving the problems of today. The philosophy of John Dewey should replace that of Karl Marx. It was Dewey who said that education must be the conscious instrument of social change.

Dr. N. Barou (World Jewish Congress) remarked that he was not as optimistic as Mr. Starr since he did not believe that adult education could be the basis of deep structural reforms in society. However, he shared many of Mr. Starr's views and would describe the aims of adult education thus :

— to lessen the tensions between nations and races;
— to fight against social atomization;
— to give new life to democracy.

On the other hand, he had not the same fear of the State which other speakers had expressed. All possibilities ought to be used for the development of adult education including the resources offered by governments.

In its discussions the Conference was going to examine several pertinent ques-

tions : the preparation of teaching aids, the need to avoid uniformity of method, the need to reach all sections of the population. The Conference should achieve a classification of experience and this was the most important service it could render under present circumstances.

Mr. F. Wartenweiler (Switzerland) asked what should be the point of departure for adult education; and he felt that it was life itself. The most important values were the spiritual ones. One had to choose between life and death. The aim of adult education should be to make life happier, simpler and more active.

Mr. W. Birkelbach (Germany) began by stressing the difficulties encountered by adult education in Germany. Because people do not see the aims clearly they have no confidence in their own strength. Germany must be considered as an underdeveloped area in this field, and the Germans need to be taught the meaning of the rights of man. There is much work to be done in the universities which are too far removed from reality and everyday needs.

Mr. E. Green (U.K.) stated that the aims of the W.E.A. are :

— to serve the working class and develop in it a sense of social responsibility;

— to widen the cultural horizon of workers;

— to create ties with the universities which must be democratized at the same time. In this direction British experience might be of value to German educators.

He concluded by stressing the need for adult education to keep step with what is going on in the world.

Mr. A. Basdevant (France) remarked that the expression 'adult education' is not used in France. It is called popular education or *culture populaire*. There are three main educational divisions in France: (1) compulsory education which aims at increasing the period of formal education and gives also an educative content to military service; (2) the free associations of popular education which are very diverse and are centreed principally in the school, the union (workers' education centres), and the training of leaders. The State aids these associations by grants and also by providing leadership training; (3) the powerful means of mass communication such as the film, radio and press. In this field the aims for educators should be to influence these instruments so as to prevent them from deforming the public mind and taste and to orientate them in a cultural direction. A form of flexible control should be found.

Mr. J. Dumazedier (France) added to Mr. Basdevant's remarks and answered some questions asked in connexion with his report (see footnote, page 11). The term 'adult education' is not desirable since it does not give the full import of the work to be accomplished. Popular education means something much wider. It expresses the will to include all social classes in the cultural work. On the other hand it expresses the necessity of changing the content of culture : not the spreading of a ready-made culture to all social classes, but the participation of everyone in the building of a common culture made up of many elements.

Dr. E.A. Corbett (Canada) stated that adult education in Canada is based on the curiosity and the desire for knowledge found in every Canadian. The way of approaching the problem is principally economic because economic prosperity is the necessary pre-condition to all cultural development. He cited the

Antigonish experiment where, through adult education, fishermen learnt how to improve their economic conditions and at the same time to widen their cultural horizon. Another problem is the assimilation of immigrants. It is not only necessary to integrate them into the new society but to know how to use what they bring with them from the countries of their origin. Another task is to lessen the tensions between the different social classes and different cultures. The work of Camp Laquemac is a notable contribution to solving this problem. For the country as a whole much is being accomplished by the Joint Planning Commission which is charged with co-ordinating the efforts of various institutions and organizations engaged in the work of adult education.

Commission 1 : The Content of Adult Education

Agenda

1. How is the content of adult education to be determined?

To what extent should adult education programmes be based upon the general intellectual disciplines of formal education?

To what extent should they be determined by the needs of the community?

To what extent should they be planned functionally so as to meet the needs and requirements of adults with widely varying abilities and backgrounds?

2. What is the responsibility of vocational education in adult education?

3. What place is to be given in adult education to subjects of an economic, social or political character?

How can such subjects be adapted to the actual needs of adults?

To what extent should these subjects be taught theoretically and systematically, and to what extent is it preferable to tie them to some form of group activity, such as the running of a trade union, community centre, co-operative?

4. To what extent should science figure in adult education programmes?

How can adult education organizations be better utilized for more effective and widespread dissemination of science?

What in your country is the general attitude of the average man towards science? Is science recognized as a constructive social and cultural force having an important bearing on the development of modern civilization?

Is there any organized effort, in your country, to promote a better and more widespread awareness of the social implications of science?[1]

5. What place have the arts in adult education?

How can programmes be planned in order to combine knowledge and appreciation of artistic production with self-expression through the arts?

How can a close contact and collaboration between the artist and the public be ensured. To what extent is it possible and desirable that the artist express the way of living, the aspirations and the beliefs of the people?

6. Have recreational activities, including sports, educational value for adults, and what place should be given to them in adult education programmes?

What kind of recreation is to be recommended?

[1] Unesco is planning a drive to promote a better and more widespread awareness of the social implications of science through the technique of group discussions and debates on suitable subjects to be recommended each year. Support is expected from adult education bodies and organizations. Will these bodies be prepared to initiate lectures and discussions on the recommended subjects on which adequate background material will be made available and later report back to Unesco results of such efforts?

Can a satisfactory balance be found between education and recreation?

7. To what extent do less developed areas face the problems listed above in their adult education programmes?

Does adult education in such areas necessarily involve a background of literacy?

Report of Commission

Introduction

While all education must be based upon the varying needs and capacities of those for whom it is intended, this is especially true of adult education. Since it is sought after voluntarily it can only attract and hold adults in so far as it satisfies their spiritual, social, intellectual or material interests. Those interests are many and various; apart from differences due to age, sex, environment and occupation, each individual does not live alone or for himself only; he belongs to family, economic, social and national groups towards which he has certain obligations. A democratic education has to ensure a harmonious balance between the individual's rights to a personal, free and human life and his duties towards the community to which he belongs. Thus it is the task of adult education to provide individuals with the knowledge essential for the performance of their economic, social and political functions and especially to enable them, through participation in the life of their communities, to live a fuller and more harmonious life. Accordingly, the aim of adult education is not so much to provide instruction as to ensure a training: it seeks to create an atmosphere of intellectual curiosity, social freedom and tolerance and to stimulate in each person the demand and the capacity to take an active part in the development of the cultural life of his day.

Question 1 : the principles

The business of adult education is to satisfy all the various needs and aspirations of the adult. It calls for a dynamic and functional view of education as compared with the traditional intellectual conception. Viewed from this aspect, it does not begin with a syllabus drawn up in advance or with a division of knowledge into separate subjects as provided by traditional teaching; it starts with concrete situations, contemporary problems for which those concerned have to find the solution.

Adult education is also functional because it is essentially free. Nothing obliges an adult to follow, say, an evening course, unless he is attracted to it by some powerful intellectual, social or artistic impulse. It is therefore exceedingly important in drawing up programmes to take account of adults' different motives.

Many practical consequences follow from such an approach: it requires a special educational technique, a particular training of teachers, flexible and varied curricula, and institutions specialized according to environment and country. Before syllabuses are arranged, it is necessary to discover the interests and aspirations of the individuals concerned by means of a careful and detailed survey.

Question 2 : vocational education

It is important to distinguish adult education from professional training. The latter has certain technical aspects which concern specialists in apprenticeship

to some trade or occupation. The professional training of adults, however, raises a number of problems directly connected with adult education. All men and women feel a need to be qualified for their daily work. Many people grow up without having been completely trained for the pursuit of their chosen occupation; others are ill-suited to their job, while others for one reason or another find themselves obliged to change their profession. An adult education which aims at being functional has a part to play in solving these problems, especially since the desire for better qualifications and wider knowledge is perhaps the strongest motive leading adults to seek further education.

Accordingly, adult education has responsibilities at different levels :

(a) *Vocational guidance.* This is not a specific task of adult education; however, in the general work of re-adaption which does fall within adult education we cannot overlook the importance of harmonizing man and his job.

(b) *Pre-vocational training.* Some people have to be brought up to the level of education needed for taking part in technical or commercial courses.

(c) *Refresher courses.* Here again appeal might have to be made to institutions where the teaching is not confined to adults. The responsibility of adult education consists in making sure that existing needs can be met.

(d) *The profession as a medium of culture.* Many people wish to study the relationship between their own task and other tasks within the same occupation, the wider relationship with other professions, or more generally the universal problem of organizing material resources to satisfy human needs. This raises the whole problem of creating a humanism around and within the occupation itself.

Question 3 : social content

The economic, social and political training of adults must begin with their everyday activities and their basic needs. It cannot be imposed by institutions in which the persons concerned lack freedom of expression and the possibility of organizing themselves in the way they would like.

The economic, political and social training of the adult starts with the understanding of his own situation, and he obviously does not limit himself to the passive study of social phenomena; he studies them with a view to improving his own material and moral existence.

From this point of view institutions in which adults organize themselves and become aware of their own responsibilities (trade unions, co-operatives, cultural associations, etc.) are of very great importance — exercise of responsibilities and theoretical teaching supplement each other. These organizations and their schools need the assistance of subject specialists who must at the same time be adult educators — that is, they must know the essential pre-occupations of those they desire to assist. This will help to fulfil the conditions for a joint study of all aspects of the problems involved. Students will be entirely free to express their views, and theoretical research will, of course, go hand in hand with practical experiment. The tendency to absolute objectivity may rob teaching of its vitality. But at the risk of this the teacher must be careful, especially in controversial matters, not to impose his own opinions.

Question 4 : science

The sciences should figure as prominently as possible in adult education work. The use that is made of them must serve two purposes :

— to encourage the growth of a scientific mental attitude in the discussion and study of problems. This presupposes a regard for truth, the habit of

methodical research and a certain understanding of the relativity of opinions which is the best safeguard of tolerance;

— to emphasize and explain the social repercussions of science.

In present circumstances the question of food and population should be especially stressed. This aim can be pursued by two means: the more passive method of popularization through the press, radio, cinema, visits to museums and so on, or the active method of clubs in which scientific subjects are discussed and scientific research is carried out by the members themselves.

An urgent appeal should be addressed to universities and to the learned world in general to help adult education organizations to bring the sciences within the reach of all.

The Conference suggests that Unesco should make an international survey of the points mentioned in the second and third questions of item 4 of the agenda.

In connexion with the fourth question, it recommends that Unesco should encourage all adult education bodies to work for the popularization of science through scientific centres and to seek, especially by means of discussion, a better understanding of the effects of science upon the life and growth of human society.

Question 5 *: art*

The term 'art' must be construed in its widest sense to include the products of all artistic and cultural activity: theatre, cinema, visual arts, literature, music, museums, etc.

Emphasis must be placed on the capital importance of the arts in adult education. Artistic experience, whether in the form of appreciation or expression, is essential to the growth of a full human personality. The arts are a genuine international language and are at the same time a means of reaching people who normally would not be attracted by adult education programmes.

One important problem confronting artistic activity in the modern world is the fact that an enlightened and well-to-do *élite* which formerly patronized the arts is disappearing; the artist is now faced with an indefinite, uninstructed and confused public whose tastes are difficult to assess and who cannot be depended upon to finance the creation of high-quality works of art. We have to bridge the gap between the creative artist and the public; the artist must be enabled to explain his work to the public and to draw inspiration from close contact with the people.

State aid may be of the utmost value provided the artist is guaranteed his freedom. Such aid may take the form of general subsidies to institutions or of grants for special enterprises such as exhibitions. In either case the State stimulates the creative activity of artists and makes high quality work available to the general public.

Adult education should direct attention to training a critical sense in all the arts with a view to raising the level of artistic appreciation and thereby encouraging artistic expression. For many forms of artistic work, these two activities — appreciation and expression — are not easily brought together within a single educational programme because adult students tend to pursue those activities with different objects in view. We must experiment in new methods of combining several forms of artistic activity (film, visual arts, music and so on). Encouragement should be given to international exchanges of artists, theatrical companies, choral societies, exhibitions, museum displays, and also to the holding of international art festivals.

Question 6 : recreation

In the interests of a balanced education a place must be reserved for recreative activities. It is important to make available to everyone agreeable premises and the equipment needed for enjoyable relaxation — for singing and listening to music, films, social evenings, dancing, games, especially outdoor games and communal meals. To these should be added excursions, visits, tours and international correspondence. Such activities give the individual rest or entertainment, they also help to give cohesion to a group by strengthening the bonds of friendship between its members through pleasure shared.

Further, all programmes must provide for spells of complete rest, silence and solitude, so as to allow each student the nervous relaxation that is absolutely necessary to him, and to offer also an opportunity for personal reflection and self-communion.[1]

Question 7 : Less developed areas

All adult educators face much the same problems in drawing up their programmes. The only differences between them are of degree rather than of kind. All people, whether they have received schooling or not, have to deal with professional, civic, socio-economic, cultural and other questions. We have to remember that even uneducated communities can learn much from visual demonstration, from the cinema, lantern slides, photographs, broadcasts, individual talks, discussion clubs and other media which do not involve reading. In areas where education is backward there is no need to wait until people can read before embarking on an effective programme of adult education.

While literacy is not indispensable, it does enable people to become independent students capable of educating themselves. It allows them to widen and deepen their knowledge and to share in the great cultural movements which are mainly disseminated through written texts.

Among less developed peoples, then, adult education should lead to a maximum forward effort in all branches of education. Enlightened adults, for example, will strive to obtain better schools for the young. The content of education in less devenoped areas must be determined in harmony with the people's own customs, their own ways of life, their particular needs as they themselves see and experience them. The task of adult education is to take stock of this position and to develop programmes accordingly — to advance in a direction freely chosen by the people and not to impose programmes from without.

The need for adult education in these parts is so urgent that it is imperative to find the funds required for the encouragement and guidance of such work.

Commission 2 : Agencies and Problems of Organization

Agenda

1. What are the most effective agencies of adult education?[2]
2. To what extent do these agencies meet existing individual and social needs? How can their effectiveness be improved?

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[1] At the suggestion of certain delegates, the Commission urged the need to include in the adult education programme some moral, philosophical and religious training.

[2] Since national delegations are requested to send or to bring with them for distribution a written report or other materials that would give information about their agencies and programmes, there is no question here of having detailed reports

3. How can the active participation of an enlarged public be secured?

How can the interest of workers' and farmers' associations, women's organizations, religious groups, universities and schools, etc., be stimulated?

What use can be made of the mass communication media for that purpose?

4. How can responsibility be effectively divided among the agencies of adult education?

(a) What is the rôle of *private agencies?*

How can they serve this rôle most effectively?

Is there a need for more adequate financial resources; for better trained leaders?

(b) What is the rôle of the *Universities and Schools?*

Should their rôle be limited to their regular curricula or do they have broader responsibilities to the community as a whole? If so, what responsibilities?

(a) Extra-mural lectures and courses

(b) Seminars end short courses

(c) Leadership training

(d) Research

(e) Services to the community or to adult education agencies such as : documentation and information centre, circulating library, films, textbooks, study outlines, reading guides, bibliographies, drama, music and fine arts.

What special training in adult education should be given to school and university teaching staffs?

What should be the relations between a University Adult Education Department and the various Faculties or Schools of the University?

How can the Universities and Schools secure adequate finance to meet their community responsibilities?

(c) What rôle should *public libraries* play in adult education?

How can they best co-operate with other organizations?

Which specific adult education activities are most effective in a public library?

How can more public libraries be encouraged to take part in adult education work?

(d) What is the rôle of the *State* as an agency of adult education?

What specific action can be expected from different Ministries or Departments (Agriculture, Hygiene, Education, Social Welfare, etc.)?

To what extent should the State take the initiative in setting up institutions? In providing technical services? In recruiting and training staff for the purpose of adult education?

To what extent and under what conditions is it desirable that the State give financial aid to private bodies, to the Universities and Schools?

5. How can effective local and national co-operation and co-ordination be achieved?

To what extent is co-ordination the responsibility of (a) private agencies (b) the State?

Are there dangers in too great private responsibility? In too great State responsibility? How can these dangers be minimized?

How can all important needs be met, and undesirable duplication avoided, while still encouraging experimentation and the widest possible initiative on the part of all those concerned with problems of adult education?

Introduction

The Commission received a number of Unesco pilot papers and documents brought by delegates.[1] The Chairman stressed that the main business was exchange of information and not the submission of resolutions to governments although resolutions might properly be submitted to Unesco. Discussion developed by way of statements of experience contributed by the Commission members, attention being given in turn to: the agencies of central and local government; private agencies; universities, public libraries.

The question of relationship between these various agencies and in particular the form and purpose of the financial support afforded by government to private agencies was reviewed. The Commission then considered what significance national arrangements for collaboration between different agencies might have for the development of international collaboration.

For convenience, the Commission tabulates its conclusions in the order of the original agenda.

Question 1 : the main agencies

Delegates have described the main agencies operating in their respective countries. They agree that no explicit answer covering all countries can be made.

One view is that free voluntary movements have an essential contribution to make because they permit of *education* for social responsibility through the *exercise* of responsibility in the conduct of the movements themselves and can express a genuine demand which it is the business of the State or University teaching services to meet.

This view of the rôle of free voluntary movements is not applicable in many less developed areas in which at this stage only the State or its subsidiary organs can provide the stimulus and resources that are needed. Nor does it apply in France where different historical circumstances have given special importance to the State in a highly developed society.

The most that can be said is that those agencies are most effective which in the historical and social context respond most closely to the essential educational needs of a particular community, as expressed by the members of the community themselves.

Question 2 : effectiveness

This question cannot be answered at all in general terms. No delegates have been bold enough to suggest that the present agencies in their countries are fully equal to all the problems presented to them. There are substantial differences of opinion between delegates from the same country — for example the response of the Scandinavian Folk High Schools to present-day conditions has been criticized by various members of the Danish delegation.

It is agreed that, whatever teaching work they may undertake in adult education, universities have a particular function of carrying on research (preferably in collaboration with the free voluntary movements) into the effectiveness of agencies and methods in adult education (see Recommendation 1).

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[1] For details of publication see page 39.

Question 3 : an enlarged public

Stress was laid on the rôle of an active museum service in stimulating interest in the scientific basis of modern life. Numerous examples of new uses of travelling exhibits were given from Canada, U.S.A., and U.K. as well as France. The value of the museum as a *method* rather than as a mere means of popularizing is summed up in the phrase ' the contact it can offer with actuality '.

The Commission was particularly concerned at the inadequate relationship with cinema, radio and press revealed by delegates' statements. These are plainly the great agencies of mass contact in the modern world and a recommendation bearing on these points is annexed (N° 5).

Question 4 : division of responsibility

(*a*) Private Agencies

There is no question as to the important rôle of these agencies (referred to in this report as free voluntary movements) where they exist. The difficulty facing the Commission in framing any general statement is again the diversity of forms taken by free voluntary movements according to the stages of historical and social development of the states represented. Thus it is said by a Swedish delegate that: ' Scandinavian life cannot be understood without recognizing the leading part of popular free organizations in different spheres of life.' Some similar views were noted under Question 1 above. At the other end of the scale is the position of certain colonial territories which have no such movements at all.

Where they exist, the value of free voluntary movements in stimulating demand for education among their members is universally recognized. In Sir John Maud's words, the first purpose of free voluntary movements is to provide the small group relationship within which modern men and women, particularly in large urban centres, recover a sense of personal and social significance.

Their teaching rôle must inevitably vary according to the form of liaison established with universities and public education services.

(*b*) Universities and Schools

In attempting evaluation under this head, it is necessary to distinguish both between stages of development in different areas of the world and the forms of university traditions in different countries.

Thus in under-developed areas newly established primary schools are called upon to serve the double purpose of juvenile instruction and of adult education centres. Something similar may be true of rural parts of more highly developed areas : our attention was drawn to the recent French attempt, by way of special training of teachers, to make the village school a centre of rural culture.

In the U.S.A. certain adult teaching programmes in the community are directly related to the machinery of public education. In all countries the absence of other accommodation enforces the large-scale use of primary and secondary school buildings for adult purposes although their physical unsuitability is frequently recognized as a deterrent to participation in the services provided.

Turning to the universities, two opposing views emerge. One, represented best perhaps by the French spokesmen, sees the university as a centre of distinguished academic teaching and research inappropriate to the educational needs of non-matriculated adult students. This view does not exclude a contribution to adult education by the provision of training courses for teachers and community leaders. This contribution should be increased: universities can direct students' attention to the community's needs and can provide courses to equip students to occupy a leading rôle in their communities.

A different view is taken, for example, in Canada, the U.S.A. and the United Kingdom. In all these countries it is held that universities have an active teaching and inspiring rôle to play in adult education precisely because they have a special prestige, the necessary intellectual resources and teaching and research equipment. Moreover it is held that this active rôle, particularly in work with educationally under-privileged groups, is of fundamental advantage to the universities themselves. Through it real knowledge and experience are gained of social and economic circumstances whilst it develops support and respect for the university among the public at large.

A point of agreement is the need for university extra-mural or extension work to share the characteristic values of community life, intellectual integrity, impartial enquiry, high teaching standards. An important result follows: work with educationally under-privileged groups must necessarily extend over considerable periods although work appropriate to universities may be done with post-graduate and similar groups in short courses and special seminars. This view reflects the tradition of the three-year tutorial class in Britain designed specially for working class groups in association with the W.E.A.

A condition for the development of this latter type of university extension service is, in fact, a co-operative relationship between the universities and the free voluntary organizations. It also depends on the availability of university staff with an appropriate outlook and training.

(*c*) Public Libraries

This topic was approached in terms of the pilot paper submitted and of the manifesto[1]. The conception of a public library playing an active rôle in adult education through its extension services is not yet universally recognized. Certain fears were expressed as to whether a development such as that outlined in the pilot paper might conflict with the activities of free popular movements specially constituted or having special experience in the field of adult education.

The need to regard the basic book-supply function of the public library as essentially a part of adult education was stressed. It is no use teaching people to read unless at the same time an effort is made to ensure that they have access to books worth reading.

In view of the work in this field now being undertaken by the library section of Unesco the Commission feels that the Conference should record its support (see Recommendation 3).

(*d*) The State

Discussion was introduced by reference to the paper describing the present situation in the United Kingdom. The recasting of the public education system represented by the English Education Act of 1944 has greatly affected the liability of the central and local governing bodies in the field of adult education.

It was agreed that whatever action may be taken by government in this field it should recognize the capacity for responsibility inherent in maturity; and that where free voluntary movements exist, as in fact they do in most of the more highly developed areas, the State and local governing bodies should act in close liaison with them.

This liaison should be such as to recognize for instance, the right of adult groups to exercise choice of topics and syllabuses, and financial support should not be used as an instrument of control over teachers and teaching. Although certain fears were expressed that small local governing bodies might be less

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1 "The Adult Education Service of the Enoch Pratt Free Library" and a Unesco document on Public Libraries respectively. See page 39.

liberal in this matter than democratic central governments, no examples of illiberality were actually quoted. It was generally agreed that in the states represented, the necessary audit control to safeguard public funds is secured without the exercise of control over educational autonomy. In several countries grants are made through or in accord with regulations approved by advisory bodies containing representatives of free voluntary movements. In other countries the right of direct access to central and local governing bodies by the free voluntary movements is regarded as important.

Attention was also drawn to the possibility of service assistance by government bodies to the work of free voluntary movements e.g. in the provision of training courses for instructors and leaders and the actual provision of teaching programmes at the request of the voluntary movements and in accordance with the wishes of the members.

It was recognized that in certain countries, for historical reasons, the State is unwilling to delegate the spending of public money but, in the majority of states represented, a large part of the funds expended by the free voluntary movements in their own administration of a teaching service is provided by the State or local governing bodies.

For that reason reference is made here to Recommendation 3 concerning the need for adequate rates of pay and proper conditions of service for full time workers in adult education.

Question 5 : national co-ordination

The Commission members did not accept the implication that 'co-ordination' is a good thing in itself. They reviewed the circumstances of the countries represented, and it is clear that even machinery for collaboration in matters of common interest is little developed. At the same time there was evidence of informal contacts, as in Denmark, which achieve many of the results sought by formal collaboration.

The rapporteur explained the rôle of the National Institute of Adult Education in Great Britain. He stressed that the existence of the Institute in no way limited the autonomy of the organizations which are represented in its governing council. It exists to provide the services demanded from it, not to 'co-ordinate' activities with the implied exercise of power. Some of its most useful work to date has been done in relation to the Unesco National Commission where it provides a channel of representation for many of the free voluntary movements.

The Commission were disturbed to realize how slightly the work of adult education in its free voluntary forms is represented on Unesco National Commissions. They consider that national channels through which information can flow are essential to secure the benefits of any international clearing system inside or outside the framework of Unesco. They attach great importance to the Recommendation 6, which they have unfortunately had to place on the list without prior consultation with Commission 4.

Recommendations of Commission 2

1. Universities in Adult Education

We believe that the Universities have a special duty in promoting research to establish the effectiveness of agencies and methods which are or might be employed in adult education throughout the world, in training teachers for adult education, and in providing extra-mural teaching for adults from all

sections of the community who are capable of studying at an appropriate level, in co-operation wherever possible with free voluntary movements.

We ask Unesco to bring this resolution to the notice of the Universities International Bureau.

2. *Public Libraries and Museums in Adult Education*

This conference records its recognition of the essential contribution of museums and public libraries to adult education. Appropriately to the circumstances of each Member State the Conference supports Unesco's statement 'The Public Library — a Living Force for Popular Education' and recommends its consideration in and so far as possible its adoption in Member States, as a basis of policy.

3. *Training and Status of Adult Educators*

Provision should be made for more adequate facilities for the professional training of adult education workers and leaders both on a national and an international basis.

In adult education, salaries and conditions of service should be such as to attract men and women with high qualifications and adequate experience.

4. *Language teaching for international understanding — use of radio*

The radio should be used in each country to give graded instruction in languages other than the mother-tongue.

5. *Responsibility of managements of press, radio and film organizations*

Since the devices of communication by press, radio and film influence taste and opinion, administrators of mass media should acknowledge responsibility to their public by seeking the guidance of representatives of free voluntary movements and other private and public agencies of adult education, both in the planning and publication of relevant programmes and features and in the selection of governing personnel of publicly sponsored organizations.

6. *National collaboration in relation to international co-operation*

Unesco National Commissions in Member States should include representatives of adult education appointed by voluntary as well as government agencies, as a condition of the effectiveness of any international collaboration established through or with the assistance of Unesco. It is further recommended that consideration should be given in each Member State to establishing a central channel of supply and distribution of information and material for international co-operation in adult education.

Commission 3 : Methods and Techniques

Agenda

1. What are the methods and techniques most generally used in Adult Education? How effective are they?

   e.g. Courses and classes
   lectures
   correspondence courses, etc.

2. To what extent can methods and standards applicable to school and university be employed in Adult Education? In what fields?

3. To what extent can traditional methods be improved by the use of new materials and techniques such as :

Discussion groups and *entraînement mental*

Audio-visual aids : film, radio, records, posters, graphs, etc.

Drama (dramatization of current events, learning of foreign languages, etc.)

4. What is the educational value of the following media and how can they best be used?

Circulating libraries — reading guides

Museums

Cine-clubs and film societies

Coopératives de Spectateurs

Radio listening groups

Drama clubs and activities

Recreation : sports, creative activities, etc.

5. What are the most effective methods and techniques used for grouping Adult Education activities in a community? What use can best be made of :

Urban and rural community or cultural centres

Village colleges

Neighbourhood groups.

6. What educational use can be made of the mass media of communication such as : press, radio and film?

7. What is the importance of methods and techniques such as :

Group research

Community survey

Popular travel?

How can they best serve adult education?

8. What are the most effective methods used in leadership training? What is the significance of experiments such as:

People's Colleges

Folk High Schools

Centres d'Education Populaire

Camp Laquemac.

9. What are the most effective methods and techniques for developing international understanding?

Report and Recommendations of Commission 3

Introduction

The Commission, after some hesitation as to the plan to be followed in its discussions, decided to work through the agenda prepared in the form of a questionnaire by Unesco. But the Commission felt that its work could only be undertaken in the knowledge that techniques and methods are means to an end and not the end in itself. They cannot be dissociated from the content, which is based in the way of life, the economic and social conditions of those they are meant to serve.

The members of the Commission exchanged their opinions and experiences but did not have time to go into details. This report gives an outline of the discussion and a few examples of practical application. Reference is made also to certain supporting documents. The Commission feels that Unesco should

gather as much information as possible, so that, in conjunction with this report and the documents referred to, a handbook on adult education might be prepared.

Question 1

Lectures. The lecture has its established place, but it is essential to use every means of giving it vitality (questionnaires, synopses, discussions, subdivision of the group, etc.) and to use it as one method within a whole range of activities. The lecture may also be a link between the content of a museum or other exhibition and the visitor.

Courses and Classes. The organization of courses and classes was studied: certain countries (Denmark, France, Ireland) organize week-end courses and seminars of three to fifteen days to supplement theweekly evening classes. In China, adult education classes make use of buildings that are available on Sundays.

In addition to the pedagogical difficulties encountered in evening classes, several delegates raised the problem of fatigue of manual workers who are often obliged to supplement inadequate wages with overtime, and of workers who have not sufficient leisure to attend courses.

In Belgium special schools have been established for adults. Some handle social questions, others family problems and rural problems. As many as 10,000 women had attended some of the courses given. The delegate from Siam explained that the position in Siam resembles that in Egypt and Turkey. Travelling teachers are used to contact the scattered communities and are specially trained for the work. Civic and vocational training is stressed in the courses.

The need to attract the majority of people to cultural activities was stressed by Canadian and Australian delegates. The latter analysed the causes of poor attendance in his country.

Correspondence Courses. In the discussions it was suggested that correspondence courses on the rôles of United Nations and Unesco should be prepared by Unesco.

Question 2 was put aside for discussion at the same time as leadership training (see question 8).

Question 3

An established method in education is the study circle, an organized form of self education for small groups of people pursuing theoretical and practical studies in common on a given subject and in accordance with a definite plan. The group has a leader who need not be a professional teacher.

Discussion groups are of basic importance for adult education. This and the previous technique are best used in conjunction with the film, lecture, planned reading, etc.

Entraînement mental aims to develop critical thought, accurate expression and all native capacities.

Audio-visual aids (films, slides, television, posters, charts, graphs, exhibits, episcope, etc.) were all discussed. It was noted that the film particularly can be used in many different ways — to illustrate a lecture or as a theme for discussion. The basic problem is to obtain films that meet the real need of schools, associations, and other groups; but only good quality film should be used. The film can be profitably linked with manual activities.

Dramatic activities. Drama appeals directly to emotion and imagination, and should play an important part. In many countries lectures and discussions are supplemented with dramatic performances. In Ireland, where rural education is well developed, amateur dramatics are widely used, and help to attract adults to evening courses. Dramatic activities develop the confidence necessary to participation in discussion.

Modern languages. Obviously the teaching of foreign languages is important for international understanding.

Question 4

Circulating libraries. The special uses of circulating libraries were considered in terms of the need to make library services available to all, especially those in isolated localities.

Museums. Modern methods of presentation require that people be brought into contact with the object rather than that they be confronted with it. Museums are becoming more accessible to the general public. They provide information in the most concrete form possible and cover all aspects of human activity. Circulating exhibits presenting a definite theme make the museums still more effective.

Audience Co-operatives. The expense of bringing films or plays to the more isolated districts has led in some countries to the development of audience co-operatives which pool purchasing power and form clubs to arrange presentation and discussion of films and plays. In Denmark film screenings are arranged through the organizations already in existence (such as co-operatives).

Cinema clubs. The education of the cinema-going public and the use of the film in cultural development is increasing. More film societies are being formed in England and Scandinavia. In France the 200 *ciné-clubs* are centres where people may see and discuss the classics of the cinema.

Radio. Radio can be an important instrument, especially where it is used by listening groups or radio clubs. In some countries (Canada, Scandinavia) programmes are planned by the broadcasting stations in collaboration with adult education bodies and group representatives. It is desirable that this organized public be more and more closely associated with the planning of radio, cinema and dramatic productions. People controlling press, films, and radio must be helped to realize their responsibilities to the community.

Sub-committee

The whole question of making methods and techniques more effective as approaches to the community and of the co-ordination of techniques was referred to a sub-committee. The report of this sub-committee was accepted by the Commission. It reads as follows :

The sub-committee acknowledges the diversity of social groups and the necessity to take it into account in the practice of popular education; but a detailed study is impossible in the time available.

The process of adult education can be developed :

— within groups which are the product of associations for purposes of work (that is in factories, etc.).

— within groups expressing the community life usually in localities where one aim should be to make the community centre a cultural and educational centre.

— within trade-unions and co-operative organizations.

It is necessary to get to the social entity where it exists and the first approach must be related to common daily problems, and presented in accordance with demands, of prevalent needs and tastes, whether these be in the field of sport, cinema, handicrafts, household problems or popular travel.

In working areas, it was reported, there were problems of overwork, health and housing; in other countries where these problems are not so urgent there exists a cultural vacuum for a great number of people.

It was agreed that the first step in developing a programme must be to make people conscious of what they miss; only then will education and culture be accepted as life-long necessities.

But the problem still remains of how to capture interest in the face of hardship or mere inertia. Fundamentally, all people are interested first in themselves; propaganda methods are based on this principle and adult education must recognize it. It was agreed that the adult educator could always make contact by appealing to the interest of people in themselves.

Some members laid emphasis upon the need for the educational worker to have received a sound training in sociology and to have the understanding of the environment in which he works, so that he will be able to develop a programme suitable to each group, appealing to every level of interest, from the physical and manipulative to the intellectual and artistic. The educator must have at his disposal all the facilities that adult education can provide and it is his responsibility to use those available from all organizations and from community resources. Others felt that the vital issue was to co-ordinate the diverse technical practices, for example to link the library with the cinema, sport with radio, while using in their proper place and with due regard to their limitations all the recognized particular techniques. In this connexion, the 'montage' method as used in France is recommended to the attention of Commission 3.

The following conclusions are submitted for the consideration of Commission 3 :

1. That adult education can be made a decisive force in communities only by development of the widest possible programmes of the type described above adapted by specially trained educators possessing experience of the environment in which they work.

2. That we should consider experiments by individual nations in the co-ordination of diverse educational activities to meet the needs of particular sections of the nations.

3. Because of the scope of adult education as described above, the French-speaking members feel that the term *éducation des adultes* is inadequate, and should be replaced by the term *éducation populaire.*

Questions 5 *and* 6

Urban and rural Community or Cultural Centres : The work of rural extension in the U.S.A. was described. Organized groups teaching approximately five million people plan their own projects and programmes. Study problems generally related to agricultural production are carried over into allied social problems (e.g. housing), international and world problems. Correlated techniques include the demonstration method, discussion groups linked to mass media, farm visits and so on. Despite a budget of $60,000,000, great numbers of those who most need adult education have still to be reached.

Cultural and educational centres have been set up in other countries both in villages (Village Colleges, *Foyers* and *Centres ruraux*) and in towns by urban district groups (Community Centres. *Maisons de jeunes et de la culture*).

Question 7

Group Research; Community Surveys; Popular Travel : Community surveys leading to action by and within the community are increasing. Research is undertaken by community groups or study groups (in France, Canada, U.S.A. and other countries). This is a factual approach to the educational process, and does not start from abstract ideas, but from a study of the social matrix and of real problems in daily life. It uses questionnaires, reports, discussion groups, and such educational techniques as depend on the seminar, social evenings, group reading, by co-ordinating them round the object on the survey.

Popular travel generally organized through associations has been developed as a method in adult education. Group study of the area to be visited precedes the visit.

Question 8

Leadership training for adult education is of the greatest importance, since the success of any educational programme depends generally on the leader. Leaders of adult education need not be professional teachers. Nevertheless, all those who undertake this work must receive special training. This should be given in a form which combines theoretical training with practical work. Various residential colleges, voluntary bodies and local education authorities in the United Kingdom provide such training both for graduates and others.

A recent development in France provides that henceforth in the 150 French teachers' training colleges, training for adult education will be included in the curriculum for all state teacher trainees.

There is a course for the training of adult education at Columbia University, U.S.A. (see background document by W.C. Hallenbeck).[1] In other countries (Scandinavia, France, Canada) future leaders in adult education, with or without degrees, are trained in cultural and educational centres, some of which are specialized according to the occupational nature of groups serviced by each centre (e.g. industrial workers, farmers).

The part played by universities in training adult educators was not discussed as a separate item. It is obvious from the statements by delegates that they play a very important part. However, means should be found to link the university with practical work with occupational and social groups. Such practical training should include surveys and co-ordination of different techniques.

Question 9

Through adult education people of all nations may be given an increasing awareness of themselves and of the environment. Through educational activities, carried on in trade unions, co-operatives, youth movements etc., the hopes of ordinary people may be crystallized, and they will thus develop a greater degree of international goodwill and understanding in the economic, political and cultural spheres.

Much remains to be done, for not only is it necessary to improve material conditions of life, but also to work out a process whereby people will be enabled to grasp their cultural heritage — a heritage in which each individual may achieve the full development of his physical and intellectual capacities. Only through such development may men see and appreciate the fullness of life, and, understanding, accept their responsibilities as citizens of the community, of the nation, and of the world. Essential to this end is a pattern of adult education both

1 One of the pilot papers to be published later.

comprehensive and practical, a two-way process based upon increasing contact between the few who have inherited or achieved the benefits of culture and education, and those who have not. To develop this two-way process, leaders in adult education must know the problems of ordinary people in a practical way and understand their needs and hopes. This process of exchange will benefit both educator and group, and the benefits will be diffused beyond the groups to the community as a whole.

Finally the Commission dealt with various methods that should be used to promote international understanding, and the following work was stressed — lectures and discussions on international questions; the establishment of an international museum and the planning of travelling exhibitions; the exchange of films; more provision for international contacts and exchange of persons (including youth groups, students, professional groups, etc.). It was considered, however, that all the methods used in adult education have the same goal; all help to prepare people for better international understanding.

Wide exchange of publications should be arranged to facilitate better understanding across national boundaries. The development of an international bibliographical index is especially necessary.

Commission 4 : Means of establishing a permanent co-operation

Agenda

1. What contribution can adult education make to the development of a better international understanding?

2. What problems in adult education require international co-operation for their solution?

3. How can effective international co-operation in adult education be secured?

How can permanent contacts and exchange between adult education leaders and workers be developed?

How best can information and materials on the various aspects of adult education (programmes, methods, organization, administration, typical experiments research, etc.), be collected and disseminated?

4. What is the relative importance attached to the following forms of international collaboration; what other forms are desirable; and in what ways can they be developed?

Conferences
Seminars and Summer schools
Study tours

5. Is it desirable to establish some type of international co-operating body?

6. If so, what sort of international organization is most suitable to secure co-operation?

(*a*) An organization formed of international federations of bodies with specialized and mutual interests?

(*b*) an organization formed of national bodies?

(*c*) an international bureau of lesser scope established for special purposes to be determined?

(*d*) Unesco?

7. What practical steps must be taken to carry out the conclusions reached by the Commission?

The contribution of adult education to the development of better international understanding

Preceding any discussion of the machinery needed for permanent co-operation in the international field, the Commission unanimously agreed that there must be a clear recognition of the contribution which adult education could make to better international understanding.

It was easy enough to trace the growth of world discontent, frustration and disillusionment, but far more difficult to suggest a remedy. There was incontestable evidence of rapid changes and shifting values as well as some deterioration in the material, spiritual and moral fabric of civilized life in all countries, and this was a challenge to the adult education movement. The challenge could only be met by recognizing, first its supreme importance, and second the urgent need for a short-term policy in which adult education could play a part in helping to rehabilitate world society with a new faith in the essential values and using knowledge in the pursuit of truth, freedom, justice and toleration.

To that end there must be certain basic principles on which adult education movements in all countries should be agreed and the Commission submits these, not as covering all the ground which needs to be covered, but as first essentials :

1. That by example and precept we should practise a spirit of toleration within our own movements and, generally, through the courses and classes we organize. We must encourage the study and discussion of controversial questions, recognizing that it is not so important to secure agreement as to establish firmly the *right* of minorities to disagree. The life and breath of adult education must depend upon full freedom of thought and discussion.

2. Platitudes cannot solve the deep-seated suspicion between countries in the East and West of Europe, and the adult education movement must remain above party political conflict. It must not give up hope of a reconciliation and ought to be the bridge by means of which this can be achieved. An adult education movement based upon a reasoned and objective approach to world problems should be able to make a unique contribution to international understanding, and whatever provisional machinery may be designed for securing contacts between the various movements abroad must keep under constant review the best method of approach to movements which have not accepted invitations to this Conference.

3. The greatest difficulty in securing co-operation for international understanding arises from the disillusionment in world organizations caused by the failure of the League of Nations after the first world war and by the disagreements in the new World Organization.

Adult education movements have a tremendous responsibility in combating this pessimism. They should try to inspire enthusiasm for international co-operation by emphasizing the practical achievements of the organs which grew out of the League, such as the ILO, and the more recent work of the United Nations and its Specialized Agencies in economic, social, cultural and humanitarian fields. To undertake this task effectively those engaged in adult education movements need themselves to be better informed and to be able to draw on the material resources of the UN and Unesco for background material and expert information and advice.

4. The contribution to international understanding must be a contribution to understanding between the *peoples* of the world. The Commission cannot too

strongly emphasize the value of using the voluntary association as the means of basic contacts with Unesco. Obviously any governmental international body must be one on which representatives of the respective Governments have the final decision on policy — but there has been failure to recognize the need for giving popular educational movements direct recognition on National Commissions and at international conferences. If the adult education movement is to play its part in international understanding Unesco must ensure the widest recognition of the rôle which voluntary bodies can play.

5. The United Nations Organization and its Specialized Agencies not only stand for peace but recognize also that peace is largely detemined by the standard of life of the common people. A new joint programme of technical assistance in under-developed countries is now being launched. Changing and improving the ways of living in such areas is essentially an educational process and adult education movements must make their speciel contribution to this problem. They must do so by seeking to inform themselves of the economic and social conditions of such countries and from this standpoint must be dependent largely upon authoritative information which international governmental agencies can best supply.

6. The existence in the middle of Europe of a large and important block of people who have been living in isolation from the main trend of world ideas for the past fifteen years presents a peculiar problem. The nations cannot, in their own interests, any longer afford to leave the German people outside the European family and the Commission believes that Unesco has a special duty in this respect. Post-war Germany has, indeed, a valuable contribution to make to adult education and with encouragement and understanding this may be guided into channels which would be of benefit to all.

7. The countries in which adult education has by long tradition established strong voluntary movements have special responsibility for assisting the development of voluntary adult movements in the less developed countries. International co-operation can only be fully effective when there exist in as many countries as possible permanent voluntary movements growing out of the social, cultural, intellectual and spiritual needs of the people themselves — movements established by the people for the people and not imposed upon them. This does not mean that we are ignoring the most important rôle which the State should play in fostering and encouraging the growth of adult education. Indeed without the closest co-operation between the State and voluntary organizations there is little prospect of any wide development. What we wish to ensure is that adult education may thrive as a free and independent movement; so long as it remains objective and not a direct instrument of party or sectarian propaganda, it should receive the most liberal financial and moral support from the State.

These movements must have their roots in the economic, social, spiritual and recreational organizations already existing and must be integrated first to form a national unity, and secondly to co-operate on an international basis for international understanding.

8. We are agreed that one of the most important contributions to international understanding that adult education can and should make is to promote the study of world problems in both the national and the international context. We have already agreed that a full understanding of such problems requires some knowledge of the economic situation, the way of life and the outlook of the various peoples involved. Although we must not postpone the study of particular problems until this background has been acquired, every effort should

be made to supply it progressively. Moreover, we believe that the study of the life and conditions of other peoples, their history, literature, art and other cultural achievements, makes itself a direct contribution to international understanding, and should be encouraged. Studies of this kind may well affect men and women who are not yet prepared to study international problems as such, and will tend to arouse an interest in such problems.

Special problems requiring international co-operation for their solution

Among the problems depending for solution upon international co-operation is the freeing of communications in such a way as to facilitate the interchange of persons and groups of persons travelling abroad for educational purposes. It was felt that the United Nations and Unesco should press to a successful conclusion their efforts to facilitate frontier formalities. Many persons and groups of persons are unable to take advantage of opportunities for study in other countries because of the difficulty of obtaining visas and the embarrassment of limited and constantly changing currencies.

While the question of visas and currency is important, the greatest barrier to international collaboration through adult education is that of language. This is a complicated problem and in the long view it can only be adequately dealt with by formal education. However, it was felt that much could be done by adult education agencies in different countries to facilitate the study of other languages through special courses. It is urged that adult education agencies represented at this Conference take note of this problem and do what is possible within the framework of their own programme-planning to provide greater opportunities for adult students to acquire some competence in language other than their own.

Any progress that may be made towards freeing the means of communication between peoples will, however, be of little use if they themselves are the victims of discrimination based on prejudices which have no real justification. Every man is entitled to his share of common humanity, no matter where he was born or what the colour of his skin. Religion also is a matter for the individual and every man has the right to choose his own — or none at all. Any attempt in any part of the world to alienate human beings from their basic rights on grounds of race or religion must therefore be combated and it should be part of our endeavours to spread a fully enlightened point of view where this problem may be met.

The Commission wholeheartedly endorses the Universal Declaration of Human Rights, adopted by the United Nations General Assembly in Paris in 1948, and pledges its support in making this Declaration a subject of study and discussion in the adult groups, believing that successful implementation of its articles depends, on informed and enlightened public opinion all over the world.

We recognize that we have not covered all the problems which need international co-operation for their solution, but many others are dealt with at later stages in the Report.

Securing permanent contacts and exchanges between adult education leaders and others working in this field

The Commission agrees that the interchange of ideas and experiences by persons engaged in the field of adult education is a matter of vital importance, not only to the adult education movement itself, but also to international understanding in general. We recognize the value that has already been derived from the present Conference and recommend strongly that Unesco organize similar conferences in the future as frequently as may be practicable. The importance of

receiving representation from organizations actually engaged in the work of adult education cannot be too strongly emphasized.

. The Commission, while believing that conferences are of first importance, also recommends that collaboration should be developed in the following ways :

1. by sending missions from countries with a rich experience in adult education to countries where adult education is less developed. For particular types of adult education such missions might be organized by the adult education bodies working in that special field; for adult education in general the responsibility should be with Unesco. In all cases suitable training and preparation for the personnel of such missions is important.

2. by arranging visits[1] by suitable persons from countries where adult education is less developed to countries where it is well developed. The visits should be long enough to enable the visitors to get a real insight into adult education in the countries visited.

3. by organizing International Summer Schools. These would be best arranged by adult education organizations, but Unesco should give such support and assistance as may be within its power.

4. by inviting students from abroad to summer schools organized on a national basis, subject only to the condition that the number of such foreign students at any one school should not be so great as to impair the character and purpose of the school.

5. by holding seminars on particular topics. This we regard as a function of Unesco and we strongly recommend that Unesco be urged to organize a seminar forthwith, to be held if possible in 1950. The topics requiring most urgent consideration are in our view

a) The study of international relations or of some specific international prolem and

b) Methods and technique in adult education.

6. By arranging facilities[2] for suitable persons to carry out research into problems of adult education on an international basis.

7. Study tours should be encouraged so long as they are for groups working to a genuine educational programme involving student effort.

The dissemination of information and materials on the various aspects of adult education

There is already a wealth of adult education material in the form of national journals, annual reports, special research reports and publicity material. The first need is to speed up exchange of such material between countries. The difficulty is that much of this needs condensing and translating into languages commonly in use, a special function which can best be performed by an international secretariat. The form suggested is that of a regular abstracting service, carried on by national and international agencies, but collated and published by Unesco so as to reflect current bibliographies and the most important publications in each country.

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[1] Unesco is already actively promoting international fellowships to facilitate travel and study and in the 1949 programme the field of adult education was selected for priority. It is hoped that in 1950 Unesco might be able to implement this part of its programme.

[2] Other facilities which should be available are those provided by the Carnegie Endowment, and as the Endowment is committed to the support of the United Nations and its auxiliary organizations, it ought to be possible for funds to be allocated through Unesco for assisting schemes of research on adult education projects designed to further international understanding

The dissemination of news about fresh developments in adult education could best be undertaken by the periodical issue of a bulletin. If such a bulletin could be issued not less than quarterly the information it contained could be used by the national journals of adult education and disseminated over a wide field.

In this category of dissemination of information could fall the preparation and circulation of an international exhibition on adult education. This could be one of the most effective methods of taking the influence of international co-operation beyond contact with officials and administrators to the students of adult education in all countries.

In a long-term programme there is the question of translation and production of material, such as textbooks and study outlines, normally confined to one country and one language, which could be translated by an international body into several languages and circulated internationally.

An international body is an effective medium for making research results available over a field wider than national boundaries. This material needs dissemination and would be an inspiration to further research. Apart from disseminating information in regard to research experiments, the international body should be active in selecting subjects for research and be able to call on the experience of national bodies for contributing to those *specific problems* in which all have an interest. It should then be able to assemble and circulate the combined effort at an international level.

The information desired by most countries concerns such problems as :

— the use of the film in adult education; modern methods of projection of both moving and strip films;

— the mass dissemination of music, art and drama;

— adult education through the radio, the theatre and the museum;

— adult education and the public library;

— the supply of books to adult classes;

— the teaching of science in adult education in relation to popular presentation and need for scientific equipment and laboratory facilities;

— training of tutors for adult education;

— the problem of residential education in regard to Folk High Schools and workers' colleges;

— community centres and educational settlements;

— the opportunities for university training for adult students of mature age;

— publicity methods.

International machinery to secure continued co-operation

The Commission is convinced that if the aims of this Conference and of Unesco are to be achieved there must be developed an effective world-wide adult education movement. It believes, however, that at this time it would be premature for the Conference to recommend the establishment of a permanent world organization for adult education.

In order to realize the aims of Unesco and to carry out the recommendations of the Conference the Commission suggests that machinery be established for securing co-operation among the organizations and leaders of adult education throughout the world. It is recognized that any such machinery should at this time function through, and use the facilities of, Unesco. The Commission, therefore, recommends that Unesco be invited to set up at the earliest possible moment a consultative committee on adult education to act in an advisory capacity to the adult education division of Unesco and in the execution of the recommendations of this Conference.

The Consultative Committee should be composed of representatives from the most important agencies engaged in adult education with due recognition to voluntary bodies where these exist. Some of the members should be drawn from international bodies recognized by Unesco whose main function is adult education.

The composition of the committee should be determined by Unesco with due regard to geographical distribution and to differing stages of development in adult education.

It is recognized that if the recommendations of this Commission are to be made effective, the administrative staff responsible for Unesco's adult education programme will need considerable strengthening. It is therefore hoped that, in considering the urgency of the problems we have raised, the Member States will make most generous financial provision for adult education.

Summary of recommendations made by Commission 4

In presenting this summary it should be made clear that many recommendations in the body of the report are made to the organizations and agencies engaged in adult education. Since time for discussion is limited, we have excluded these from the summary and have confined ourselves to such recommendations as involve action on the part of Unesco.

The contribution of adult education to the development of better international understanding.

1. The adult education movement needs to be better informed on the work of the United Nations Organizations and its special agencies and to be able to draw on the resources of the United Nations and Unesco for background material and expert information and advice.

2. If the adult education movement is to play its part in international understanding Unesco must ensure the widest recognition of the rôle which voluntary bodies can play.

3. In view of the long isolation of the German people from contact with democratic cultural organizations in other countries, Unesco should, as an international organ, pay special attention to assisting adult education in Germany and to the interchange of German adult educators and students with those abroad.

Special problems requiring international co-operation for their solution

1. Unesco or a suitable agency of the United Nations might study the question of freeing communications in such a way as to facilitate the interchange of persons and groups of persons travelling abroad for educational purposes.

2. We are making no recommendation on the question of language difficulties involving Unesco as we were given to understand that this matter is in hand.

Securing permanent contacts and exchanges between adult education leaders and others working in this field

1. We attach great importance to conferences which bring together representatives of organizations and administrators actively engaged in adult education, and Unesco should give this activity high priority.

2. To encourage the growth of adult education in areas where it is less developed Unesco should assist in sending missions from countries with a richer experience.

3. Unesco should assist in sending persons from the less developed countries to countries with a longer tradition and experience in adult education.

4. Unesco should give such support and assistance as may be within its power to adult educational organizations arranging international summer schools.

5. The setting up of seminars on subjects of special interest in adult education is an important function of Unesco and we strongly recommend that Unesco organize a seminar forthwith to be held if possible in 1950.

6. Unesco should contribute to international understanding by arranging facilities for suitable persons to carry out research into problems of adult education on an international basis.

7. In all these exchanges attention should be paid to the desirability of encouraging working class students to take part.

Dissemination of information and materials on the various aspects of adult education.

1. To facilitate the circulation of material between one country and another Unesco should act as a focal point in receiving publications and providing a regular abstracting service, condensing, translating and disseminating the information.

2. The dissemination of news about fresh developments in adult education could best be undertaken by the periodical issue of a bulletin which should be issued by Unesco.

3. Unesco should prepare an international exhibition on adult education.

4. As a project requiring long-term planning Unesco should seek to serve adult education by the translation and production of existing significant material in various languages.

5. Unesco should made widely known the results of research experiments and should call on the experience of national bodies to contribute further to specific problems which have a mutual interest.

International machinery to secure continued co-operation

In view of the importance of this section of the Commission's report we are not including it in this summary but refer delegates to the full text of the report on page 32.

EXPRESSIONS OF THANKS

At its concluding session the International Conference on Adult Education, conscious of the generous hospitality and interest shown by the Danish Authorities, adopted the following resolutions :

I

The International Conference on Adult Education

Expresses

To the Danish Government, and in particular to His Excellency Dr. Hartvig Frisch, Minister of Education,

Its deep gratitude for having so cordially invited Unesco to hold the Conference at Elsinore — for all the facilities which they have offered Unesco, including the opportunity to hold the opening session in the splendid surroundings of Kronborg Castle — and for the unstinting support which has so largely ensured the success of the Conference.

Thanks also the Organizing Committee for its preparatory work.

II

The International Conference on Adult Education.

Thanks the members of the Danish Press for the attention they have given to the work of the Conference and the wide circulation they have given to its results. By this support the public in Denmark and abroad have been kept informed of the progress of the Conference.

III

The International Conference on Adult Education.

Expresses

To Unesco, and in particular to Mr. Jaime Torres Bodet, to Messrs. C.E. Beeby, E. Bussière and P. Lengrand, its thanks for providing delegations from countries and organizations this opportunity for a fruitful debate on the vital problems of adult education;

Extends these thanks to all members of the Unesco Secretariat who took part in the Conference — not forgetting the interpreters;

Includes also those who co-operated to render the delegates' stay at the International College of Elsinore so pleasant, in particular the Principal, Mr. Manniche, and the Administrator, Mr. Lennings;

Expresses gratitude to Mrs. Frisch-Fuglsang and Mrs. Schmidt for their courteous service;

Thanks cordially also Mr. Thygesen and his roneo staff for the skilful carrying out of a difficult and ungrateful task;

And records its appreciation of the Danish *cuisine* so well prepared and so agreeably presented.

LIST OF DELEGATES

Australia:	Mr. C. D. Rowley	Rapporteur of Commission. 3.
	Mr. T. H. Coates	
Austria:	Mr. Karl Foltinek	
	Mr. Karl Hochwarter	
Belgium:	Mr. Bert Drees	
	Mr. P. H. Rock	
	Mr. A. Van Aelbrouck	
Canada:	Miss Lin Brown	
	Mr. J. Bruchesi	
	Dr. E. A. Corbett	
	Mr. E. C. Cross	
	Rev. G. H. Levesque	
	Mlle Renée Morin	
China:	Dr. Tang Pei-Ching	Vice-Chairman of the Conference.
Denmark:	Mr. J. Novrup	Chairman of the Conference.
	Mr. Oluf Bertolt	
	Mr. E. Bremerstent	
	Mr. John Danstrup	
	Mr. Chr. Gaard	
	Mr. Ib. Koch-Olsen	
	Mr. Johannes Magelund	
Egypt:	Mr. A. Hosam-Eldin	
Finland:	Mr. Martti Kojonen	
	Miss Helvi Raatikainen	
France:	Mr. André Basdevant	Chairman of Commission 1.
	Mr. Albert Barrier	Rapporteur of Commission 1.
	Mme G. Cart	Rapporteur of Commission 3.
	Mr. J. Dumazedier	
	Mr. R. Garric	
	Mme Templier	
	Mr. René Vettier	
Germany:	Mr. C. I. Knowles	Rapporteur of Commission 4.
	Mr. Alonzo Grace	
	Miss A. M. Grutter	
	Mr. R. Shairer	
	Mr. Wilhem Birkelbach	Observers.
	Mr. Heiner Lotze	Observers.
	Dr. Hermann Wedell	Observers.

Great Britain:	Mr. Ernest Green	Chairman of Commission 4.
	Mr. E. M. Hutchinson	Rapporteur of Commission 2.
	Countess of Albermarle	
	Mr. R. K. Gardiner	
	Mr. W. A. F. Hepburn	
	Mr. E. J. W. Jackson	
	Mr. A. Llywelyn-Williams	
	Mr. S. G. Raybould	
	Mr. W. H. Smyth	
Iran:	Mr. Mehdi Vakil	
Ireland:	Dr. P. E. O'Suilleabhain	
Italy:	Mr. Giovanni Gozzer	
Lebanon:	Mr. Abou-Jaoude	
Netherlands:	Mr. P. J. Bouman	
	Pr. M. W. F. de Gay Fortman	
	Mr. K. I. L. M. Peters	
	Mr. Bernard Verhoeven	
Nicaragua:	Mr. L. F. Ibarra	
Norway:	Mr. Anders Andreassen	
	Mr. Dagfinn Austad	
	Mr. Mathisen	
	Mr. Erling Osterud	
Pakistan:	Dr. Mahmood Hasan	
Sweden:	Mr. L. E. Rune Eriksson	
	Mr. Gunnar Hirdman	
	Mr. Ragnar Lund	
	Mr. Bjorn Sterner	
Switzerland:	Mr. Fritz Wartenweiler	
	Mr. Hermann Weilenmann	
Syria:	Mr. Sabel El Aris	
Thaïland:	Mr. Luang Pramodya	
Turkey:	Mr. Muhsin Adil Binal	Vice-Chairman of the Conference.
United States of America:	Mr. M. Starr	Chairman of Commission 3.
	Miss Gladys Gallup	Rapporteur of Commission 3
	Mrs. Eleanor Coit	
	Mr. W. M. Cooper	
	Miss Ruth Erlandson	
	Mr. Herbert C. Hunsaker	
	Mrs. Evelyn E. McCabe	
	Mr. Roland J. Roberts	
	Mr. Paul H. Sheats	

International Non-Governmental Organizations

Mlle Emilie Arnould	International Young Christian Workers.
Dr. N. Barou	World Jewish Congress.
Mrs. J. Dahlerup-Petersen	Associated Country Women of the World.
Mr. Paul Delanoue	World Federation of Trade Unions.
Mr. Rafael Edelmann (substitute)	World Jewish Congress.
Mr. J. A. F. Ennals	World Federation of United Nations Associations.
Miss Phyllis Harris (substitute)	Religious Society of Friends — Quakers.
Mrs. D. Halfdan-Nielsen	Friends World Committee for Consultation.
Miss Ruth Lachmann	International Federation of University Women.
	International Council of Women.
	Committee of International Federations for the Teaching Profession.
Mr. Asger Langkjaer	World Federation for Mental Hygiene.
Mr. André Lestage	International League of Teaching.
Mlle Adèle de Loneux	Catholic International Union for Social Service.
Mr. Johannès Magelund	Commission of the Churches on International Affairs.
Mr. Harry Nutt	International Federation of Workers' Educational Associations.
Mr. Rober Olsen	International Youth Hostel Federation
Mr. Clemens Pedersen	International Co-operative Alliance.
Mlle Pauline Pillet (substitute)	International Union of Catholic Women's Leagues.
Mr. Tage J. Rasmussen	International Student Committee.
Mr. C. H. Rivière	International Council of Museums.
Mlle de Saint-Maurice	International Union of Women's Leagues.
Mr. Paul Terning	World Alliance of Young Men's Christian Associations.
Mr. A. Buel Trowbridge	Carnegie Endowment for International Peace

United Nations and its Specialized Agencies

Mr. V. A. Christensen	United Nations.
Mr. J. B. Orrick	United Nations.
Mr. Antoni Wojcicki	United Nations.
Mr. J. Bonnesen	International Labour Office.

CHAPTER THREE

UNESCO'S PROGRAMME IN ADULT EDUCATION

The Second Session of the General Conference of Unesco, in 1947, instructed the Director-General :

To collect and disseminate information on new techniques and methods in adult education; and in collaboration with adult education organizations, leaders and persons prominent in adult education, to produce materials on international affairs suitable for adaptation and extensive use by adult study groups. A conference of leaders and workers in adult education for international understanding should be convened when sufficient information is available, if possible in 1948.

The steps taken to implement this programme may be summed up as follows :

The International Conference

The chief effort so far has been to organize the Conference at Elsinore in June 1949, the summary report of which has been given in the previous pages. In preparation for the Conference some twenty-three documents were prepared : circulars, agenda, time-tables and a number of pilot papers describing important experiments in different countries.

Survey of adult education

The documents brought together for the Conference provide a useful, though not comprehensive, survey of current trends in adult education. They will be published in book form towards the end of 1949.

International directory

A questionnaire has been sent to Member States to ask for data about adult education organizations — their names, addresses and main aims and methods. This survey has made considerable progress, and when completed it will be published as a general work of reference.

Other publications

Unesco has supported the Scandinavian States in the publication of a joint study entitled *Scandinavian Adult Education.* (Publishers : Det Danske Forlag, Copenhagen; Kustannusosakeyhtio Tammi, Helsinki; Tiden Norsk Forlag, Oslo; Kooperativa Forbundets Bokforlag, Stockholm;— free distribution).

Five discussion guides are being prepared for use in international work camps. The following topics have been chosen :

Woman in modern society
The cinema
Problems of art
Surveying the community
International cultural relations

They will be published by Unesco at the end of 1949 for free distribution. Having been planned for very mixed groups, these guides should prove interesting to adult educators generally.

At Unesco's request the International Federation of W.E.A. has undertaken a survey of workers' education. The report will be made available in due course.

Results of the Conference : future activity

The Conference at Elsinore marks a new plase in Unesco's programme; for the first time adult education leaders and organizations all over the world emerge as a clearly defined group who have stated their intentions and needs in precise terms. They have suggested that the Unesco programme be given a sharper focus in the field which they represent.

In a sense the whole Unesco programme bears, directly or indirectly, upon adult education. Limitation of space prevents even a brief analysis here, but the book list on the back cover has been selected with the purpose of giving adult educators some guide to Unesco activities.

The question is now one of intensity. Some of the Conference recommendations can easily be put into effect : the exchange of information and a programme of publications were referred to on the previous page. This *Report* marks at once the end of the Conference and the beginning of its programme. Other and more active items — such as setting up a Consultative Committee and arranging a seminar — will depend upon the decisions of the next Session of Unesco's General Conference (due to be held in Paris in September, 1949). Lastly, and most important, no programme whatever can be achieved without the active support and participation of adult education movements and leaders — the possibility of which was shown so clearly at Elsinore.

UNESCO PUBLICATIONS

of interest to adult educators

During 1949 a series of discussion pamphlets on the topic FOOD AND PEOPLE has been sponsored by Unesco. Copies of the titles listed below may be obtained from National Commissions, Unesco Sales Agents, or directly from the publishers.

English edition: Bureau of Current Affairs, 117 Piccadilly, London, W.1.
American edition: Science Service, 1719 N. Street, N.W., Washington, D.C.
French, Spanish editions in preparation.

FOOD AND PEOPLE by Aldous Huxley and Sir John Russell. 9d.

ALPHABET OF THE SOIL by G. Nannetti. 9d.

U.N. TACKLES THE PROBLEM by Peter Kihss. 9d.

THE FAMILY'S FOOD by Margaret Mead. 9d.

TOO MANY PEOPLE? by Alva Myrdal and Paul Vincent. 2s.

NEED WE GO HUNGRY? by C. E. Kellogg. 2s.

PEOPLE ON THE MOVE by Kingsley Davis and Julius Isaac. 2s.

DISTRIBUTION OF THE WORLD'S FOOD by S. Krolikowski. 2s.

ESSAYS ON FOOD AND PEOPLE by Ta Chen, S. Chandrasekhar, A. Mayer, F. T. Wahlen, J. de Castro, H. Blegrad and B. A. Keen.

UNESCO PUBLICATIONS

of interest to adult educators

Study Abroad: International handbook of fellowships, scholarships and educational exchange. A comprehensive survey of opportunities for foreign study.

Volume 1. (for 1948-49) :
Supplement to Volume 1. : 2s. or $0.40 or 120 fr.
Volume 2. (for 1949-50) : to appear about December 1949.

Museum : A quarterly review of museographical techniques. Text in English and French. 2nd year 1949. Annual sub. $5.00 or £1.1.0; single no. $1.50 or 6/—.

Bulletin for Libraries : A bilingual publication intended for libraries. Contains news and information of interest to libraries, bibliographical notes on reference books, periodicals, etc. Of special interest is the section on exchange of publications. Published monthly. 3rd year 1949. Annual sub. $2.00 or 10/—; single no. $0.20 or 1/—.

Towards international understanding :

A series of Unesco publications for teachers. Price 1s. or $0.20. Available also in French. Published during 1949.

1. Some Suggestions on Teaching about the United Nations and its Specialized Agencies.
2. The Education and Training of Teachers.
3. Selected Bibliography.
4. Fhe United Nations and World Citizenship.
5. In the Classroom with children under thirteen years of age.
6. The Influence of Home and Community on children under thirteen years of age.
7. Some Suggestions on the Teaching of Geography.
8. A Teachers' Guide to the Declaration of Human Rights. In preparation.
9. Some Suggestions on the Teaching of World History. In preparation.

From all Unesco Sales Agents
or directly from Unesco.
Prices subject to alterations